



# Project Soft-Landing Executive

QP Code: CON/Q2106

Version: 1.0

NSQF Level: 4.5

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## CON/Q2106: Project Soft-Landing Executive

### Brief Job Description

A Project Soft-landing Executive is responsible for the handover of building projects to clients utilizing the Building Information Modeling (BIM) software. The individual monitors the building's performance and takes appropriate measures to improve the performance, as required.

### Personal Attributes

The individual should have attention to detail and problem-solving skills. The person should be able to work with concentration for long durations and possess good verbal and written communication skills.

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [CON/N2118: Monitor and improve the building's performance](#)
2. [CON/N2119: Manage the building's handover to the client](#)
3. [CON/N9004: Follow health and safety practices at work](#)
4. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Construction
<b>Sub-Sector</b>	Construction
<b>Occupation</b>	Building Information Modeling
<b>Country</b>	India
<b>NSQF Level</b>	4.5
<b>Credits</b>	15
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2142.9900



## Qualification Pack



<b>Minimum Educational Qualification &amp; Experience</b>	<p>Completed 1st year of UG (UG Certificate) OR Pursuing 1st year of UG (and continuous education) OR Pursuing 3rd year of 3-year diploma after 10th (and continuous education) OR Completed 3 year diploma after 10th OR Completed 2nd year diploma after 12th OR Pursuing 2nd year of 2-year diploma after 12th (and continuous education) OR 10th grade pass (plus 3 years of vocational education &amp; Training) OR Previous relevant Qualification of NSQF Level (3.5 and with minimum education as 8th grade pass) with 3 Years of experience in the relevant field OR Previous relevant Qualification of NSQF Level (4 and with minimum education as 8th Grade pass with 1.5 Years of experience in the relevant field)</p>
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	31/08/2026
<b>Deactivation Date</b>	02/01/2025
<b>NSQC Approval Date</b>	31/08/2023
<b>Version</b>	1.0
<b>Reference code on NQR</b>	QG-4.5-CO-00787-2023-V1-CSDCI
<b>NQR Version</b>	1



# CON/N2118: Monitor and improve the building's performance

## Description

This OS unit is about monitoring and improving the building's performance while utilizing the BIM software.

## Scope

The scope covers the following :

- Prepare for the soft-landing project delivery
- Monitor the building's performance
- Improve the building's performance

## Elements and Performance Criteria

### *Prepare for the soft-landing project delivery*

To be competent, the user/individual on the job must be able to:

- PC1.** set the BIM soft-landing project objectives in coordination with the relevant personnel, ensuring the objectives are well-defined and documented
- PC2.** set the building design targets and performance metrics
- PC3.** determine the role and responsibilities of project delivery team
- PC4.** develop a cost efficient facility management strategy to manage the operations of the building

### *Monitor the building's performance*

To be competent, the user/individual on the job must be able to:

- PC5.** monitor the building's performance using the BIM software
- PC6.** identify the areas to improve the operational performance of the building
- PC7.** identify the implications of design concepts and how they impact the building's ongoing maintenance and operational costs
- PC8.** review the project, functional design brief and project specifications to assess performance and identify any ongoing design risks
- PC9.** conduct post-occupancy evaluation of the building, monitoring the project outcomes
- PC10.** monitor the building's energy consumption for various purposes, e.g. cooling and heating

### *Improve the building's performance*

To be competent, the user/individual on the job must be able to:

- PC11.** undertake appropriate measures to ensure the building meets the needs of occupiers and client's expectations with productive working environments and optimal performance
- PC12.** ensure compliance with the applicable performance targets in energy efficiency, water usage and waste production
- PC13.** conduct reviews at appropriate intervals to ensure progress in the soft-landing project as planned and intended performance of the building

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:



## Qualification Pack



- KU1.** the meaning and process of BIM project soft-landing
- KU2.** the importance and benefits of BIM project soft-landing
- KU3.** the utilization of BIM soft-landing methodology to improve the performance of current and future assets
- KU4.** the interlink between BIM and soft-landing
- KU5.** the objectives of BIM project soft-landing, e.g. to maximize value and minimize waste in Architecture, Engineering, and Construction (AEC)
- KU6.** the impact of soft-landing on the whole design, procurement, construction and commissioning process
- KU7.** the importance of focusing on operational performance outcomes in a BIM soft-landing project
- KU8.** different stages in BIM soft-landing projects
- KU9.** the importance of value engineering during the construction phase of a building

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate clearly and politely with co-workers and clients
- GS2.** coordinate with co-workers to achieve work objectives
- GS3.** maintain work-related notes and records
- GS4.** read the relevant literature to learn about the latest developments in the field of work
- GS5.** listen attentively to understand the information/ instructions being shared by the speaker
- GS6.** plan and prioritize tasks to ensure timely completion
- GS7.** identify possible disruptions to work and take appropriate preventive measures
- GS8.** take quick decisions to deal with workplace emergencies/ accidents



Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare for the soft-landing project delivery</i>	<b>7</b>	<b>14</b>	-	<b>2</b>
<b>PC1.</b> set the BIM soft-landing project objectives in coordination with the relevant personnel, ensuring the objectives are well-defined and documented	-	-	-	-
<b>PC2.</b> set the building design targets and performance metrics	-	-	-	-
<b>PC3.</b> determine the role and responsibilities of project delivery team	-	-	-	-
<b>PC4.</b> develop a cost efficient facility management strategy to manage the operations of the building	-	-	-	-
<i>Monitor the building's performance</i>	<b>16</b>	<b>32</b>	-	<b>6</b>
<b>PC5.</b> monitor the building's performance using the BIM software	-	-	-	-
<b>PC6.</b> identify the areas to improve the operational performance of the building	-	-	-	-
<b>PC7.</b> identify the implications of design concepts and how they impact the building's ongoing maintenance and operational costs	-	-	-	-
<b>PC8.</b> review the project, functional design brief and project specifications to assess performance and identify any ongoing design risks	-	-	-	-
<b>PC9.</b> conduct post-occupancy evaluation of the building, monitoring the project outcomes	-	-	-	-
<b>PC10.</b> monitor the building's energy consumption for various purposes, e.g. cooling and heating	-	-	-	-
<i>Improve the building's performance</i>	<b>7</b>	<b>14</b>	-	<b>2</b>
<b>PC11.</b> undertake appropriate measures to ensure the building meets the needs of occupiers and client's expectations with productive working environments and optimal performance	-	-	-	-



## Qualification Pack



Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> ensure compliance with the applicable performance targets in energy efficiency, water usage and waste production	-	-	-	-
<b>PC13.</b> conduct reviews at appropriate intervals to ensure progress in the soft-landing project as planned and intended performance of the building	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>60</b>	<b>-</b>	<b>10</b>



## Qualification Pack



### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	CON/N2118
<b>NOS Name</b>	Monitor and improve the building's performance
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Building Information Modeling
<b>NSQF Level</b>	4.5
<b>Credits</b>	5
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	31/08/2023



# CON/N2119: Manage the building's handover to the client

## Description

This OS unit is about handing over the building to the client after the necessary tests and commissioning.

## Scope

The scope covers the following :

- Prepare for the building's handover
- Handover the building to the client

## Elements and Performance Criteria

### *Prepare for the building's handover*

To be competent, the user/individual on the job must be able to:

- PC1.** plan the building handover after an appropriate duration as per the contractual requirements
- PC2.** undertake the building's commissioning as per the agreed procedures
- PC3.** check and ensure testing and commissioning of the relevant building assets as per the approved procedures
- PC4.** prepare the relevant documents in the required format, e.g. construction certificates for handover to the client/ asset owner
- PC5.** check and obtain the necessary approvals for the as-built documentation, operations and maintenance manuals and required inspections
- PC6.** ensure the availability of copies of statutory approvals/ licenses, waivers, consents, and conditions to be handed over to the client
- PC7.** collect the test certificates and warranty documents for various building equipment, e.g. lifts, escalators, lifting equipment, boilers and pressure vessels, etc.
- PC8.** check and ensure the testing and commissioning data for the building assets is correct and up-to-date
- PC9.** set the defect reporting procedure through coordination with the client/ building owner, ensuring appropriate access arrangements for the contractor to remedy the defects
- PC10.** use the appropriate BIM software for storing the relevant information in the building's digital model and sharing with the client

### *Handover the building to the client*

To be competent, the user/individual on the job must be able to:

- PC11.** carry out the building's handover after the final inspection
- PC12.** explain various services and equipment available in the building and how they should work to the client/ facility manager
- PC13.** ensure the building's handover is completed at the appropriate stage to avoid the costs of delayed handover
- PC14.** maintain the appropriate documentation concerning the handover

## Knowledge and Understanding (KU)



## Qualification Pack



The individual on the job needs to know and understand:

- KU1.** the digital representation of physical and functional characteristics of a building using BIM
- KU2.** the applicable information management process and strategy that covers the whole lifecycle of a building
- KU3.** space and asset management using BIM
- KU4.** the implementation of disaster planning and response strategy using BIM
- KU5.** the process of planning a building's handover to the client
- KU6.** the applicable commissioning and testing requirements
- KU7.** the importance of applicable defects liability period and defect reporting procedure
- KU8.** the approvals/licenses waivers, consents and other documents to be submitted to the client during the handover
- KU9.** the use of BIM software for storing and sharing the relevant information
- KU10.** the process of a building's handover to the client
- KU11.** the importance of timely handover of building to the client

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** maintain work-related notes and records
- GS2.** read the relevant literature to learn about the latest developments in the field of work
- GS3.** listen attentively to understand the information/ instructions being shared by the speaker
- GS4.** communicate clearly and politely with co-workers and clients
- GS5.** coordinate with co-workers to achieve work objectives
- GS6.** plan and prioritize tasks to ensure timely completion
- GS7.** identify possible disruptions to work and take appropriate preventive measures
- GS8.** take quick decisions to deal with workplace emergencies/ accidents
- GS9.** evaluate all possible solutions to a problem to select the best one



Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare for the building's handover</i>	<b>23</b>	<b>46</b>	-	<b>8</b>
<b>PC1.</b> plan the building handover after an appropriate duration as per the contractual requirements	-	-	-	-
<b>PC2.</b> undertake the building's commissioning as per the agreed procedures	-	-	-	-
<b>PC3.</b> check and ensure testing and commissioning of the relevant building assets as per the approved procedures	-	-	-	-
<b>PC4.</b> prepare the relevant documents in the required format, e.g. construction certificates for handover to the client/ asset owner	-	-	-	-
<b>PC5.</b> check and obtain the necessary approvals for the as-built documentation, operations and maintenance manuals and required inspections	-	-	-	-
<b>PC6.</b> ensure the availability of copies of statutory approvals/ licenses, waivers, consents, and conditions to be handed over to the client	-	-	-	-
<b>PC7.</b> collect the test certificates and warranty documents for various building equipment, e.g. lifts, escalators, lifting equipment, boilers and pressure vessels, etc.	-	-	-	-
<b>PC8.</b> check and ensure the testing and commissioning data for the building assets is correct and up-to-date	-	-	-	-
<b>PC9.</b> set the defect reporting procedure through coordination with the client/ building owner, ensuring appropriate access arrangements for the contractor to remedy the defects	-	-	-	-
<b>PC10.</b> use the appropriate BIM software for storing the relevant information in the building's digital model and sharing with the client	-	-	-	-
<i>Handover the building to the client</i>	<b>7</b>	<b>14</b>	-	<b>2</b>
<b>PC11.</b> carry out the building's handover after the final inspection	-	-	-	-



## Qualification Pack



Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> explain various services and equipment available in the building and how they should work to the client/ facility manager	-	-	-	-
<b>PC13.</b> ensure the building's handover is completed at the appropriate stage to avoid the costs of delayed handover	-	-	-	-
<b>PC14.</b> maintain the appropriate documentation concerning the handover	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>60</b>	<b>-</b>	<b>10</b>



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	CON/N2119
<b>NOS Name</b>	Manage the building's handover to the client
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Building Information Modeling
<b>NSQF Level</b>	4.5
<b>Credits</b>	7
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	31/08/2023



# CON/N9004: Follow health and safety practices at work

## Description

This occupational standards unit is about following health and safety practices at work.

## Scope

The scope covers the following :

- Maintain health and safety at work
- Follow workplace emergency procedures

## Elements and Performance Criteria

### *Maintain health and safety at work*

To be competent, the user/individual on the job must be able to:

- PC1.** select and use the appropriate Personal Protective Equipment (PPE) according to the nature of work
- PC2.** follow the appropriate practices to ensure personal hygiene, e.g. use of soap and sanitizer to maintain hand hygiene
- PC3.** follow the recommended safety practices to avoid physical harm, e.g. maintaining the appropriate body posture while lifting heavy items
- PC4.** assist in identifying and mitigating potential hazards at the workplace, e.g. fire hazards or the spread of infectious diseases
- PC5.** follow the applicable regulations in the handling, recycling and disposal of waste at the workplace

### *Follow workplace emergency procedures*

To be competent, the user/individual on the job must be able to:

- PC6.** prepare to deal with workplace emergencies by participating in regular safety drills
- PC7.** follow the recommended practices during workplace emergencies, e.g. exiting to the safe assembly area
- PC8.** coordinate with the firefighters and medical professionals during critical emergencies
- PC9.** use the appropriate fire extinguisher and other emergency equipment as per the manufacturer's instructions
- PC10.** assist in administering first aid to the injured or unwell personnel
- PC11.** assist in preparing the relevant reports by providing appropriate details to notify the relevant authority about workplace health and safety incidents

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the importance of personal protection in the workplace
- KU2.** the use of appropriate PPE at the workplace
- KU3.** the relevant practices to maintain hygiene at work



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- KU4.** the benefits of identifying and mitigating potential hazards
- KU5.** the applicable waste management practices
- KU6.** the applicable practices for sanitizing the workplace
- KU7.** the appropriate practices to be followed during workplace emergencies, such as fire, accidents, disease outbreaks or natural calamities
- KU8.** how to administer first aid
- KU9.** the use of relevant emergency equipment
- KU10.** the documentation requirements concerning workplace emergencies

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** maintain the appropriate data and records
- GS2.** read the appropriate reports and literature concerning the field of work
- GS3.** communicate professionally with all the stakeholders
- GS4.** listen attentively to understand the information/ instructions being shared and take appropriate action
- GS5.** coordinate with co-workers to achieve the work objectives
- GS6.** plan and execute tasks based on priority
- GS7.** identify possible disruptions to work and take appropriate mitigation measures
- GS8.** take prompt action to deal with workplace emergencies and accidents
- GS9.** evaluate all possible solutions to work-related problems and select the best one
- GS10.** follow the recommended practices for the timely completion of work and achievement of organizational objectives



Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain health and safety at work</i>	<b>15</b>	<b>40</b>	-	-
<b>PC1.</b> select and use the appropriate Personal Protective Equipment (PPE) according to the nature of work	-	-	-	-
<b>PC2.</b> follow the appropriate practices to ensure personal hygiene, e.g. use of soap and sanitizer to maintain hand hygiene	-	-	-	-
<b>PC3.</b> follow the recommended safety practices to avoid physical harm, e.g. maintaining the appropriate body posture while lifting heavy items	-	-	-	-
<b>PC4.</b> assist in identifying and mitigating potential hazards at the workplace, e.g. fire hazards or the spread of infectious diseases	-	-	-	-
<b>PC5.</b> follow the applicable regulations in the handling, recycling and disposal of waste at the workplace	-	-	-	-
<i>Follow workplace emergency procedures</i>	<b>15</b>	<b>30</b>	-	-
<b>PC6.</b> prepare to deal with workplace emergencies by participating in regular safety drills	-	-	-	-
<b>PC7.</b> follow the recommended practices during workplace emergencies, e.g. exiting to the safe assembly area	-	-	-	-
<b>PC8.</b> coordinate with the firefighters and medical professionals during critical emergencies	-	-	-	-
<b>PC9.</b> use the appropriate fire extinguisher and other emergency equipment as per the manufacturer’s instructions	-	-	-	-
<b>PC10.</b> assist in administering first aid to the injured or unwell personnel	-	-	-	-
<b>PC11.</b> assist in preparing the relevant reports by providing appropriate details to notify the relevant authority about workplace health and safety incidents	-	-	-	-



## Qualification Pack



Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## Qualification Pack



### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	CON/N9004
<b>NOS Name</b>	Follow health and safety practices at work
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic Safety
<b>NSQF Level</b>	4
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	08/05/2025
<b>Next Review Date</b>	30/04/2028
<b>NSQC Clearance Date</b>	08/05/2025



# DGT/VSQ/N0102: Employability Skills (60 Hours)

## Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

## Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

## Elements and Performance Criteria

### *Introduction to Employability Skills*

To be competent, the user/individual on the job must be able to:

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

### *Constitutional values - Citizenship*

To be competent, the user/individual on the job must be able to:

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

### *Becoming a Professional in the 21st Century*

To be competent, the user/individual on the job must be able to:

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

### *Basic English Skills*

To be competent, the user/individual on the job must be able to:



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- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

### *Career Development & Goal Setting*

To be competent, the user/individual on the job must be able to:

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

### *Communication Skills*

To be competent, the user/individual on the job must be able to:

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

### *Diversity & Inclusion*

To be competent, the user/individual on the job must be able to:

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

### *Financial and Legal Literacy*

To be competent, the user/individual on the job must be able to:

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

### *Essential Digital Skills*

To be competent, the user/individual on the job must be able to:

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

### *Entrepreneurship*

To be competent, the user/individual on the job must be able to:

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

### *Customer Service*

To be competent, the user/individual on the job must be able to:

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.
- PC28.** follow appropriate hygiene and grooming standards



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### *Getting ready for apprenticeship & Jobs*

To be competent, the user/individual on the job must be able to:

- PC29.** create a professional Curriculum vitae (Résumé)
- PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC31.** apply to identified job openings using offline /online methods as per requirement
- PC32.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC33.** identify apprenticeship opportunities and register for it as per guidelines and requirements

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** need for employability skills and different learning and employability related portals
- KU2.** various constitutional and personal values
- KU3.** different environmentally sustainable practices and their importance
- KU4.** Twenty first (21st) century skills and their importance
- KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up
- KU6.** importance of career development and setting long- and short-term goals
- KU7.** about effective communication
- KU8.** POSH Act
- KU9.** Gender sensitivity and inclusivity
- KU10.** different types of financial institutes, products, and services
- KU11.** how to compute income and expenditure
- KU12.** importance of maintaining safety and security in offline and online financial transactions
- KU13.** different legal rights and laws
- KU14.** different types of digital devices and the procedure to operate them safely and securely
- KU15.** how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.
- KU16.** how to identify business opportunities
- KU17.** types and needs of customers
- KU18.** how to apply for a job and prepare for an interview
- KU19.** apprenticeship scheme and the process of registering on apprenticeship portal

### **Generic Skills (GS)**

User/individual on the job needs to know how to:

- GS1.** read and write different types of documents/instructions/correspondence
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode



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- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection



Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-



## Qualification Pack



Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> understand the difference between job and career	-	-	-	-
<b>PC11.</b> prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC12.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
<b>PC13.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	-	-
<b>PC14.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC15.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC16.</b> select financial institutions, products and services as per requirement	-	-	-	-
<b>PC17.</b> carry out offline and online financial transactions, safely and securely	-	-	-	-
<b>PC18.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC19.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC20.</b> operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
<b>PC21.</b> use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
<b>PC22.</b> use basic features of word processor, spreadsheets, and presentations	-	-	-	-
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-



## Qualification Pack



Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC23.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC24.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC25.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC26.</b> identify different types of customers	-	-	-	-
<b>PC27.</b> identify and respond to customer requests and needs in a professional manner.	-	-	-	-
<b>PC28.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC29.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC30.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC31.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC32.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC33.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	31/08/2023

### Assessment Guidelines and Assessment Weightage

#### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC)/ Elements will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC/ Elements.
2. The assessment for the knowledge part will be based on knowledge bank of questions created by Assessment Bodies subject to approval by SSC
3. Individual assessment agencies will create unique question papers for knowledge/theory part for assessment of candidates as per assessment criteria given below
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on assessment criteria.
5. The passing percentage for each QP will be 70%. To pass the Qualification Pack, every trainee should score a minimum of 70% individually in each NOS.
6. The Assessor shall check the final outcome of the practices while evaluating the steps performed to achieve the final outcome.
7. The trainee shall be provided with a chance to repeat the test to correct his procedures in case of



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improper performance, with a deduction of marks for each iteration.

8. After the certain number of iterations as decided by SSC the trainee is marked as fail, scoring zero marks for the procedure for the practical activity.

9. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack within the specified time frame set by SSC.

10. Minimum duration of Assessment of each QP shall be of 4hrs/trainee.

### Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

## Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
CON/N2118. Monitor and improve the building's performance	30	60	-	10	100	40
CON/N2119. Manage the building's handover to the client	30	60	-	10	100	40
CON/N9004. Follow health and safety practices at work	30	70	-	-	100	10
DGT/VSQ/N0102. Employability Skills (60 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>110</b>	<b>220</b>	<b>-</b>	<b>20</b>	<b>350</b>	<b>100</b>



## Qualification Pack



### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training
<b>AEC</b>	Architecture, Engineering, and Construction
<b>BIM</b>	Buildings Information Modeling
<b>PPE</b>	Personal Protective Equipment



### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.



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<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.